



Valencia Elementary School

541 W. 22nd Street • Upland, CA 91784 • (909) 949-7830 • Grades K-6

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

Upland Unified School District

390 North Euclid Ave.

Upland, CA 91786

(909) 985-1864

www.uplandusd.org

District Governing Board

Linda Angona, President

Wes Fifield, Vice-President

Mary Locke, Clerk

Robert Bennett, Member

Jack Young, Member

District Administration

Nancy Kelly, Ed.D.

Superintendent

Shinay Bowman

**Assistant Superintendent,
Elementary Education**

Pamela Salgado

**Assistant Superintendent,
Secondary Education**

Arik Avanesyans

**Assistant Superintendent, Business
Services**

Sergio Canal

**Assistant Superintendent, Human
Resources**

School Description

Valencia Elementary School is located in an established neighborhood in the most northern part of Upland, California. Currently there are 24 classrooms of students in transitional kindergarten through sixth grade, and two specialized academic instruction classrooms for students in grades first through sixth. The school community is very supportive, both through PTA and a large group of dedicated parent volunteers. The staff is committed to their students and strives to move all students towards the proficiency of standards, challenge advanced students, develop a Professional Learning Community and explore ways to support students through Multi-tiered System of Support and Universal Design for Learning. Resources have been aligned to support student achievement and staff development activities are numerous. Valencia Elementary School welcomes approximately 620 students from a variety of backgrounds. Our culturally diverse population consists of 12% Asian, 3% African-American, 31% Hispanic or Latino, and 50% Caucasian.

The Upland Unified School District's mission statement is, "Every Single Student...Every Single Day." Our goal is that all students will acquire and apply knowledge in preparation for college and career. Student achievement results will show mastery of standards by individual students as well as by student sub-groups. It is Valencia's goal to educate students to reach their highest potential, thereby ensuring a successful future. Valencia Elementary School is dedicated to promoting academic achievement and positive social behavior by creating a safe, nurturing community of students, staff, and families. We are here to learn, grow, and become good citizens.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	121
Grade 1	103
Grade 2	79
Grade 3	79
Grade 4	76
Grade 5	87
Grade 6	86
Total Enrollment	631

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.7
Asian	10.8
Filipino	1.6
Hispanic or Latino	32.2
White	50.4
Two or More Races	1.6
Socioeconomically Disadvantaged	29.8
English Learners	3.5
Students with Disabilities	12.7
Foster Youth	0.8
Homeless	4.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Valencia Elementary	17-18	18-19	19-20
With Full Credential	27	27	27
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Upland Unified School	17-18	18-19	19-20
With Full Credential	◆	◆	493
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Valencia Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Per the William's Act, all students are provided with adopted textbooks and instructional materials in good condition.

Textbooks and Instructional Materials

Year and month in which data were collected: 2017 August

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Adoption Year: 2016 McGraw-Hill Wonders K-5 Adoption Year: 2016 McGraw-Hill Study Sync 6-8 2015 Adoption Year: 2006 SRA - Kaleidoscope (SDC) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Adoption Year: 2017 Houghton Mifflin - Go Math K-8 Math, 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Adoption Year: 2007 Scott Foresman - California Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Adoption Year: 2006 Harcourt School Publishers for California, Reflections series Kindergarten: Our World, Now and Long Ago 1st grade: A Child's View 2nd grade: People We Know 3rd grade: Our Communities 4th grade: California: A Changing State 5th grade: The United States: Making a New Nation 6th grade: Ancient Civilizations The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the site's repairs, maintenance projects, and work order requests are performed by district maintenance personnel. Emergency situations are immediately resolved by the district maintenance staff or outside contractors, based upon the nature of the problem.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: March 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	64	73	53	53	50	50
Math	56	64	39	39	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	10.6	31.8	38.8

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	321	317	98.75	73.19
Male	175	172	98.29	72.67
Female	146	145	99.32	73.79
Black or African American	--	--	--	--
Asian	30	30	100.00	73.33
Filipino	--	--	--	--
Hispanic or Latino	112	111	99.11	68.47
White	161	160	99.38	76.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	100	100	100.00	70.00
English Learners	--	--	--	--
Students with Disabilities	57	55	96.49	40.00
Foster Youth	--	--	--	--
Homeless	11	11	100.00	0.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	321	317	98.75	63.72
Male	175	172	98.29	64.53
Female	146	145	99.32	62.76
Black or African American	--	--	--	--
Asian	30	30	100.00	76.67
Filipino	--	--	--	--
Hispanic or Latino	112	111	99.11	58.56
White	161	160	99.38	63.13
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	100	100	100.00	61.00
English Learners	--	--	--	--
Students with Disabilities	57	55	96.49	38.18
Foster Youth	--	--	--	--
Homeless	11	11	100.00	0.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parents are an integral part of the learning success of all students at Valencia. On the first day of school, parents are provided with a volunteer survey listing numerous opportunities to assist at school. At Back to School Night and Transitional Kindergarten/Kindergarten Orientation, parents are given a personal invitation and explanation of how they can participate. In the fall, room parents and grade level copy parents are invited to attend the Parent Volunteer Orientation. Community members are seen often on campus fulfilling a variety of roles, such as tutors, library helpers, PTA committee members, book fair volunteers, clerical assistants, field trip chaperones, vision and hearing and height and weight test supporters, Talent Show volunteers, Mileage Club volunteers, and Watch DOGS (Dads of Great Students). PTA sponsors a variety of school-promoted family activities such as the Fall Social, regular Take Your Family to Dinner Nights, Kindergarten Reading Night, and two Book Fairs which parents are encouraged to participate in. Additionally, grade level teams often incorporate activities, involving parents and the community, that bring the curriculum to life. Valencia's School Site Council and English Language Acquisition Committee also provide opportunities for parents to be involved in the decision-making process. Various evening meetings are scheduled throughout to provide parents with additional information regarding our school and related services, such as a Welcome Back Parents and Educational Technology information meetings.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Valencia Elementary School maintains a Comprehensive School Safety Plan. Our site safety representative, in conjunction with our safety committee, updates our School Safety Plan annually and provides ongoing safety training and information at staff meetings. Our most recent revision was completed in September 2018. At the beginning of each school year, parents and staff are provided with a digital handbook that contains school policies, emergency procedures and a school-wide safety plan. The Plan covers all contingencies for smog, earthquake, fire, lockdown and other State Emergency Management System requirements. All classrooms have tubs with individual student emergency food bags and supplies as well as other supplies in case of an emergency. The Valencia PTA maintains classroom first-aid backpacks. Fire extinguishers and disaster protocols are clearly visible in each classroom. Valencia has created and maintains an emergency shed which contains items to be used in a crisis. School-wide disaster, fire, lockdown, and barricade drills are practiced on a monthly basis. Our School Safety Plan helps to ensure that students and staff feel safe and prepared. The Upland Fire Department trained staff on the use of the emergency flag system that is used city-wide in the event of an emergency. A team comprised of site and district administrators along with teachers and the Upland Police department school resource officer are working together to develop a protocol for active shooter situations. To increase student safety and security before and after school, Valencia has installed a new coded system on the gates giving parents access to school grounds for Daycare purposes. It is our main goal to maintain student and staff safety in all emergency situations.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	1.2	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	3.2	4.5
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	.1

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	13	8	2		13	10			12	10		
1	23		3		21	2	2		22		4	
2	26		2		24		3		22		4	
3	28		3		25		3		24		3	
4	29		3		25		3		30		2	
5	29		3		28		3		32		3	
6	28		3		29		3		28		3	
Other**	10	2			9	2			12	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

The Upland Unified School District believes that high quality, research-based professional development is essential to continuous improvement of teaching skills and concepts. The District provides or coordinates on-going training based on needs identified through student performance indicators, including results of the California Assessment of Student Performance and Progress, the English Language Proficiency Assessments for California, District iReady benchmark assessments, and input from sites regarding specific needs. Professional development is aligned with the District Strategic Plan for Student Achievement and Board goals. Teachers, paraprofessionals and administrators participate in workshops, and conferences that allow them to grow professionally and provide opportunities for collegial sharing. Regular meetings of teacher leaders in literacy, mathematics, reading intervention and technology as well as follow-up coaching support full implementation of training. Additionally, each school provides time for teacher collaboration on student achievement data, curriculum development, and review of classroom-based performance measures. Examples of workshops and coaching implemented as the result of analysis of student achievement include: Effective Teaching Strategies, Classroom Management, Curriculum Alignment and Mapping, English Language Development, AVID, Thinking Maps, Positive Behavior Intervention Support, Social Emotional Learning, 21st Century Classroom Technology, Common Core State Standards, Next Generation Science Standards, Modeling Academic Language, Universal Design for Learning, and Parent Engagement. Staff members participate in professional development in all-day workshops, after-school workshops and meetings, individual coaching/mentoring, and off-site conferences. The Induction (formerly BTSA) program provides support to new teachers. The Peer Assistance and Review Program is available to provide support to teachers in the areas of content knowledge and teaching strategies. Currently, the District calendar includes a collaboration day schedule each week to allow for on-going teacher dialogue and collaboration to meet student needs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,457	\$51,374
Mid-Range Teacher Salary	\$76,801	\$80,151
Highest Teacher Salary	\$99,526	\$100,143
Average Principal Salary (ES)	\$120,328	\$126,896
Average Principal Salary (MS)	\$125,053	\$133,668
Average Principal Salary (HS)	\$143,664	\$143,746
Superintendent Salary	\$248,434	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11028.09	4922.46	6105.63	75727.32
District	N/A	N/A	6597.81	\$80,166.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-7.7	-5.7
School Site/ State	-20.6	-8.0

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Types of Services Funded

Valencia Elementary School receives funding for regular and supplementary educational programs. Our budget accounts consist of ELLI, SITE, College-Going Culture, and Attendance Incentives. The School Site Council/English-Learner Advisory Committee, composed of parents and staff, oversee expenditures based on our school-wide goals. Valencia's school-wide goals are aligned with Upland Unified School District's LCAP goals. Monies are spent on materials, supplies, staff development, and equipment as designated by the School Plan for Student Achievement. The following special programs are offered at the school: English Language Learner program (ELL), Resource Specialist Program (RSP), speech and language, reading intervention, daycare, band, choir, honor chorus, PBIS, Watch DOGS and character programs as well as district provided P.E. instruction in grades 1-6. The school district also provides the following services to students: health services, library assistance, crisis intervention, psychological services, and Healthy Start support and services.